

# Clairvaux MacKillop College Safeguarding Plan 2026



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## Our Safeguarding Commitment

As an agency of the Archdiocese of Brisbane, we have a zero tolerance for all forms of abuse and are committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.

## Accessibility



Brisbane Catholic Education is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you have difficulty understanding this document, you can contact Translating and Interpreting Service National on 13 14 50 to arrange for an interpreter to translate it for you.

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## Attributions

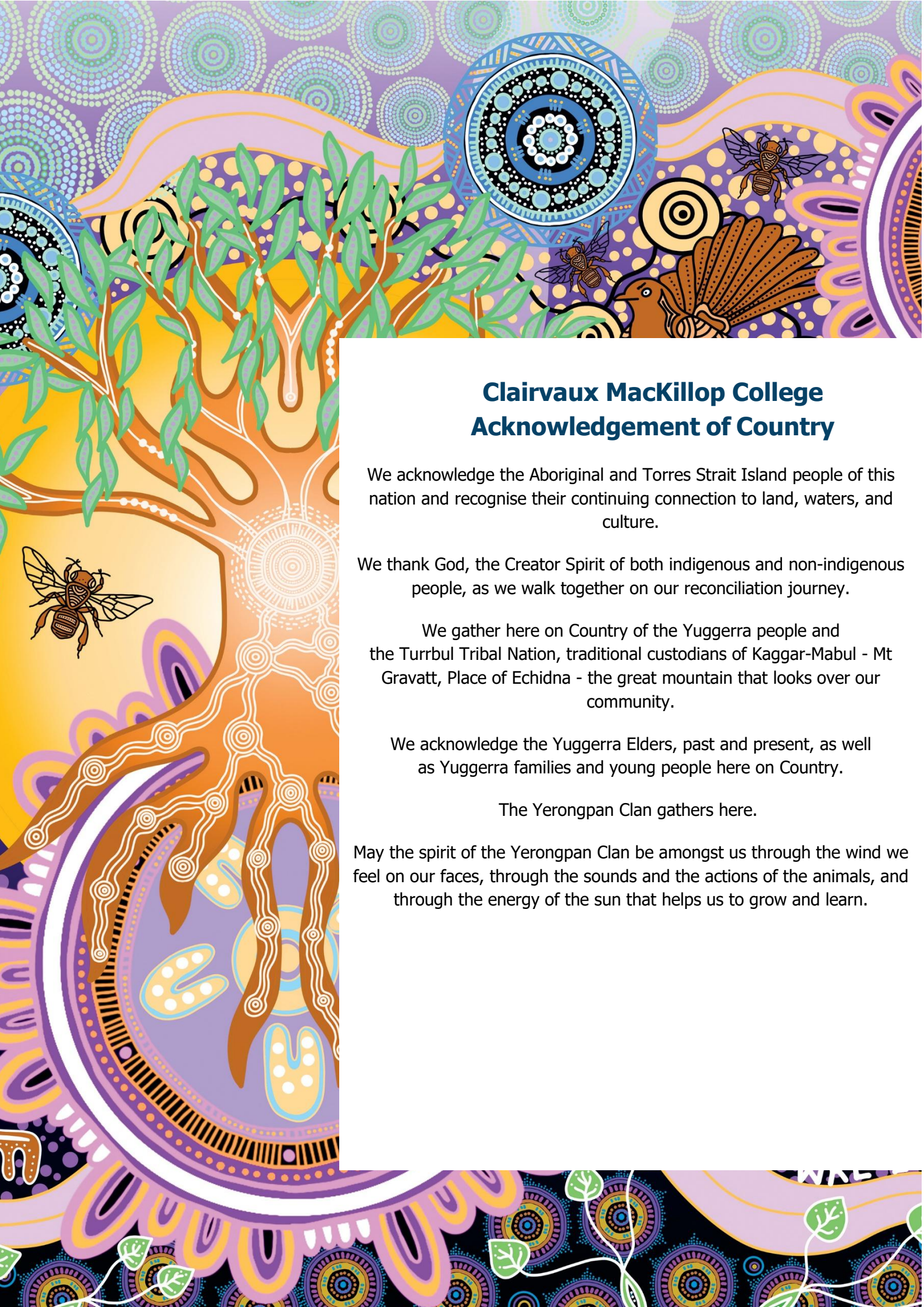
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## **Clairvaux MacKillop College Acknowledgement of Country**

We acknowledge the Aboriginal and Torres Strait Island people of this nation and recognise their continuing connection to land, waters, and culture.

We thank God, the Creator Spirit of both indigenous and non-indigenous people, as we walk together on our reconciliation journey.

We gather here on Country of the Yuggerra people and the Turrbul Tribal Nation, traditional custodians of Kaggar-Mabul - Mt Gravatt, Place of Echidna - the great mountain that looks over our community.

We acknowledge the Yuggerra Elders, past and present, as well as Yuggerra families and young people here on Country.

The Yerongpan Clan gathers here.

May the spirit of the Yerongpan Clan be amongst us through the wind we feel on our faces, through the sounds and the actions of the animals, and through the energy of the sun that helps us to grow and learn.

# Introduction

**Because wherever a child or vulnerable person is safe, there you serve and honour Christ.**

Pope Francis written address to the Pontifical Commission for the Protection of Minors' plenary assembly in Rome March 24-28, 2025.



Clairvaux MacKillop College, Upper Mt Gravatt is committed to creating environments where children and young people feel protected, valued, and heard. Safeguarding is a shared responsibility, and every child has the right to grow and thrive free from harm.

We are guided by our Christian Catholic Tradition and the teachings of Jesus Christ who advocated for the protection of children and the marginalised. Our mission to teach, challenge and transform through our educational endeavours is actioned by Catholic Social Teaching, as part of the Archdiocese of Brisbane.

The Queensland Government recently introduced new Child Safe Standards. These Standards clearly outline what child safe organisations must do to create environments where children are protected, respected and able to speak up. They focus on building safe, welcoming cultures, hearing and valuing children's voices, working closely with families, celebrating diversity, making sure the right people work with children, responding quickly to concerns, and always looking for ways to improve safety.

Throughout 2026, our school will review its compliance against the new Child Safe Standards using a phased approach in line with Queensland Family and Child Commission guidelines. We will review, self-assess and report against selected Standards each term, building towards full implementation and continuous improvement across all Standards by the end of the year. This staged process allows Clairvaux MacKillop College to embed the Standards meaningfully and ensure our practices reflect the needs, voices and safety of our students.

As a Catholic school within the Archdiocese of Brisbane, we honour the Archdiocesan Safeguarding Commitment and uphold the values of Catholic education in our safeguarding practices.

This School Safeguarding Plan is developed in consultation with students, families, and employees, and is contextualised to our local school environment. It reflects our commitment to continuous improvement, cultural safety, and child-centred practice, and is supported by both Brisbane Catholic Education policies and procedures and school-specific safeguarding actions. Further Information about BCE wide practices can be accessed [here](#).

For more information or to request accessible formats, please contact the school Principal.

**The Archdiocese has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries, and services. The safety and wellbeing of children and adults-at-risk is paramount.**

# The Child Safe Standards



## Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture.



## Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously.



## Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing.



## Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice.



## Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice.



## Standard 6: Complaints management

Processes to respond to complaints and concerns are child-focused.



## Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training.



## Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.



## Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved.



## Standard 10: Policies and procedures

Policies and procedures document how the entity is safe for children.



## Universal Principle

Requires child safe entities to provide an environment that promotes and upholds the right to cultural safety.

## Safeguarding Focus Areas

The 10 standards are grouped under four key focus areas:



# The Universal Principle



Ensuring cultural safety through the Universal Principle is essential for Aboriginal and Torres Strait Islander students and families.

While the Principle intentionally focuses on First Nations children, the cultural safety indicators which make up the Principle are designed to adopt a proactive and comprehensive approach to safeguarding, ensuring that policies, and practices are inclusive for all children, particularly those who may be marginalised or vulnerable. The Universal Principle is embedded within all 10 Standards.

## Cultural Safety Indicators

- 1 Transformational unlearning** – Organisations must challenge unconscious bias, racism, and discrimination within their structures and workforce.
- 2 Negotiating values, motivations, and paradigm** – Policies and programs should be co-designed with Aboriginal and Torres Strait Islander communities to reflect their perspectives on child safety.
- 3 Prioritising social and emotional wellbeing and health** – A holistic, strengths-based approach must be adopted to support the wellbeing of Aboriginal and Torres Strait Islander children, staff, and families.
- 4 Sharing power and decision-making** – Decision-making processes should be led or co-led by Aboriginal and Torres Strait Islander peoples to ensure genuine partnerships.
- 5 Sharing resources** – Organisations should dedicate resources to Aboriginal and Torres Strait Islander led initiatives, research, and governance mechanisms, where appropriate.
- 6 Creating a strategic enabling environment** – Leadership must set clear priorities and accountability structures ensure cultural safety into daily operations.
- 7 Operating on Aboriginal and Torres Strait Islander terms of reference** – Service delivery to Aboriginal and Torres Strait Islander children should be grounded in Aboriginal and Torres Strait Islander knowledge systems and self-determination principles.
- 8 Accountability and continuous quality improvement** – Progress should be measured using Aboriginal and Torres Strait Islander-defined success indicators, ensuring sustained improvement.

## The Cultural Capability Framework

This framework enables Brisbane Catholic Education to develop a workforce grounded in Aboriginal and Torres Strait Islander cultural humility, enabling responsive and innovative practices that contribute to Reconciliation. The Cultural Capability Framework and Molum Sabe assists our workforce to critically reflect on individual and organisational practices and develop effective practices across four cultural standards:



### Teaching

Culturally responsive teachers and education professionals create the conditions for respectful relationships with Aboriginal and Torres Strait Islander peoples, and learning of knowledges, identities, cultures and languages.



### Relationships

We develop relationships and connections with Aboriginal and Torres Strait Islander employees, students, families and communities to build and sustain inclusive and culturally safe practices and environments.



### Environment

We establish an inclusive and culturally safe environment, where Aboriginal and Torres Strait Islander employees, students, families and communities feel a sense of belonging and connection.



### Leadership

All employees are accountable for building and sustaining inclusive and culturally safe practices and environments with Aboriginal and Torres Strait Islander employees, students, families, and communities. Leaders have additional responsibilities to articulate a clear vision and provide ongoing cultural capability development opportunities for employees.

# Standard 1: Leadership and Culture

Child safety and wellbeing is embedded in the entity's organisational leadership, governance, and culture<sup>1</sup>



## Brisbane Catholic Education's commitment to Standard 1

At BCE, student safety is central to how we plan, think and act, shaping a safeguarding culture that protects their safety and wellbeing. We use a whole of organisation approach; led by strong leadership, embedded in practice and supported through shared responsibility. Clear policies, codes of conduct, Student Protection Processes and risk management plans set behavioural expectations and guide how we keep children safe. Our Safeguarding Policy aligns with the Archdiocese of Brisbane Safeguarding Framework and is available on our website. Leaders are accountable for ensuring these requirements are followed and continually improved. Safeguarding is a system critical foundation of the BCE Strategic Plan 2025–2027 and an identified enterprise risk, monitored through regular monitoring, internal audits and escalation pathways. Governance transparency is reinforced through quarterly reporting to the BCE Executive Team, Safeguarding Committee and Catholic Education Council, including assessments of practice effectiveness and improvement progress. We take a strong stand against discrimination, bias or harm toward any child and are committed to cultural safety for Aboriginal and Torres Strait Islander peoples.

## What Standard 1 looks like at our school:

At Clairvaux MacKillop College, **children's safety and wellbeing are prioritised in all decision-making**, including governance, operational planning and day-to-day school practices. The college's mantra of 'Know Thy Learner' is embedded language and practice at the college to enable clear focus on student safety and wellbeing.

Items relating to **Student safety and wellbeing are foregrounded** in college meetings at all levels, from leadership meetings to parent meetings and SRC meetings, ensuring regular oversight, reflection and continuous improvement in child safe practices. The college has invested in the Pastoral Team support for greater and more frequent support and access to students. This includes the resource of time to Pastoral Leaders and additional roles which enhance this team. Along with the Guidance Counsellor team, the Pastoral Team has significant experience and professional development in trauma-informed practices, safety and well-being. To ensure appropriate responses and recording keeping, the college uses Positive Behaviour for Learning, Multi-Tiered Systems of Support, Restorative Practices and Engage to monitor student safety and wellbeing.

All staff and volunteers receive **training and guidance to effectively implement policies and procedures** that place student safety and wellbeing at the centre of their professional responsibilities. This includes continued Student Protection Training and refreshers. Additionally, we also communicate with staff, as needs arise, to help clarify any concerns to help maintain their professional understanding and confidence. Teachers, specifically, participate in planned and intentional professional learning which responds to students needs and are in accordance with our Positive Behaviour for Learning framework. Teachers are also provided training and how to request supports for students via Engage and the procedure which follows this request. All child safety concerns are **documented and responded to appropriately**, with records clearly outlining actions taken to address issues and prevent recurrence. In addition, the college employs clear processes and maintains **clear and consistent documentation of risk assessments**, along with actions taken to minimise or eliminate risks to student safety and wellbeing.

Leaders at Clairvaux MacKillop College ensure that **Aboriginal and Torres Strait Islander students**, their families and staff and the **many diverse cultures** that form our community feel **welcome, culturally safe, valued, included and respected** within the life of the College. The college ensures an Aboriginal and Torres Strait Islander Liaison Officer is employed and has a clear understanding of this supportive role. The college includes an Acknowledgment of Country at all school full assemblies, liturgies and occasions which may or may not include families. In launching our unique Acknowledgment of Country, we installed a garden with symbols and text to represent our local indigenous area. We strive to **embed cultural safety** for Aboriginal and Torres Strait Islander peoples and other cultures into the daily operations, practices and decision-making of the College. As a school with a large multicultural community, we expand opportunities for cultural awareness which includes Harmony Day where students parade around the college grounds in their cultural costumes. When appropriate, we explore opportunities for all staff to **reflect on their cultural understanding** and practice and support ongoing learning to strengthen cultural safety across the College.

<sup>1</sup> Alignment with National Catholic Safeguarding Standard (NCSS): Standard 1: Committed Leadership Governance and Culture | Working with Children (Risk Management and Screening) Regulation 2020 (Qld), Schedule 1, Section 2(1), (2)(a) and (2)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 6 (1), (2) and s9 (e)

# Standard 2: Voice of children

Children are informed about their rights, participate in decisions affecting them and are taken seriously<sup>2</sup>



## Brisbane Catholic Education's commitment to Standard 2

We strive to create a culture where every child feels safe, heard and confident to share their ideas or concerns. Our employees and volunteers are supported to engage respectfully with students, listen carefully, and respond to their immediate needs. BCE's school safeguarding storybooks and animation series help explain our policies, processes and key safeguarding concepts to students in age appropriate ways. We also support schools to deliver Consent and Respectful Relationships Education so students understand their rights, identify trusted adults, and build positive, healthy and respectful relationships. Each year, students across all BCE schools are invited to share their views through the *Tell Them From Me* survey. This feedback helps us understand how students are feeling, their concerns and how we can strengthen safety and support in our schools. Our Student Voice Program gives students a platform to contribute to BCE wide decisions affecting their safety, wellbeing and learning. Our Archdiocesan First Nations Student Representative Council and our Aboriginal and Torres Strait Islander Education Team help co-design culturally safe policies and practices.

## What Standard 2 looks like at our school:

**Students at Clairvaux MacKillop College report that they feel respected, valued and listened to by staff,** with their views taken seriously in matters that affect their learning, wellbeing and school experience. The Student Representative Council and the Student Leadership communicate through regular meetings with College Leaders where they express their views. Leadership opportunities exist across all year levels, via House Representatives. From this group, students can nominate to partake in the Student Representative Council (SRC). This team of students is a conduit between year levels, CLT and sometime the college board, to assist with decisions that impact students (eg. Uniform matters). In addition to SRC, staff use survey forms and general conversations/meetings to engage with student voice.

**Student voice actively informs key decisions, policies and practices,** with evidence that feedback from students is gathered through formal and informal structures and has shaped improvements at classroom, year-level and whole-school levels including Personalised Support Plans, Crisis Management Plans, Behaviour Support Plans, and Attendance Plans. A range of student data sources are systematically analysed to inform staff practice and student experience including, *Tell Them From Me* survey data, The Learning Dashboard student results, College behaviour records and Year 12 Exit data.

**Staff and volunteers consistently demonstrate strong knowledge of, and skill in, child-centred communication,** engaging with students in ways that are respectful, age-appropriate, inclusive and aligned with the College's Catholic values. The College's focus via Real Schools Partnership on restorative classroom interactions foregrounds child centred and respectful communication.

**Staff and volunteers are equipped through training and professional learning to provide culturally safe, trauma-informed and strengths-based support,** recognising the diverse backgrounds, experiences and needs of students, including Aboriginal and Torres Strait Islander students. Staff and students are required to undertake regular professional learning in Student Protection and Cultural Awareness.

**Regular feedback mechanisms are embedded across the College,** enabling students to share their perspectives, with processes in place to ensure this feedback leads to meaningful, visible and actionable outcomes at classroom, leadership and organisational levels. In addition to formal surveys, the students have direct access to the Pastoral Team, the Guidance Counsellor Team and their Home Room teachers to provide regular feedback.

<sup>2</sup> Alignment with National Catholic Safeguarding Standards: Standard 2 Children and Adults Are Safe, Informed and Participate | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)-(b)

# Standard 3: Family and community

Families and communities are informed and involved in promoting child safety and wellbeing<sup>3</sup>



## Brisbane Catholic Education's commitment to Standard 3

Student safety, wellbeing and learning are best supported when families and schools work together and share responsibility for protecting students. At BCE, we believe informed and engaged families and communities are essential to creating safe learning environments. We support schools to partner with families in ways that are consistent, respectful, culturally safe and shaped by local needs. We also make sure families and community members have clear, accessible information about our safeguarding approach and how to raise concerns. Each year, parents and caregivers share their perspectives through the *Tell Them From Me* Parent Survey. This feedback helps BCE understand family experiences and concerns, guiding improvements that make our schools safer<sup>3</sup> and more supportive for students.

### What Standard 3 looks like at our school:

**Families and community members report that they feel informed, included, respected and valued** in matters relating to student safety and wellbeing, with clear communication and opportunities to engage with the College. The college holds regular Parent Teacher interviews which are well attended by the college community. Our Annual Mothers' and Fathers' Day breakfasts are incredibly well subscribed by parents and those who act in the role as mothers and fathers. Families attend many college events throughout the year including *Soloist Concerts*, performances, sporting events, Dance Showcase, College Musical, Arts Festival and our annual Battle of the Rock Bands.

**Trusted and collaborative partnerships are actively established and maintained with relevant community and stakeholder organisations**, supporting student wellbeing, protection and access to external expertise and services when required. The College has regular contact with our Council, State and Federal Politicians and has developed multiple partnerships to support student learning and wellbeing.

**Feedback from families, carers and community members is deliberately sought and used to inform improvements to policies, practices and procedures**, particularly in relation to child safety and student wellbeing. The termly College Board Meeting is an avenue to test new policy direction with the parents on the College Board.

**Culturally safe resources, communication approaches and engagement strategies are in place**, enabling the College to respectfully engage with families, carers and community members from diverse cultural, linguistic and faith backgrounds, including Aboriginal and Torres Strait Islander communities. The bespoke Clairvaux MacKillop College Acknowledgment of Country, developed in collaboration with local elders, is shared at the beginning of all formal college meetings and events.

**Families, communities and external stakeholders consistently report that engagement with the College occurs in ways that are safe, transparent and respectful**, aligned with legislative requirements, Catholic values and the College's commitment to child safety. The College Josephite and Edmund Rice Education charisms infuse our work and foreground respectful and safe engagement.

**Parents are actively invited to contribute to planning processes at Clairvaux MacKillop College**, including the development, implementation, and review of key student support documents. This includes, but is not limited to, Personalised Support Plans, Crisis Management Plans, Behaviour Support Plans and Attendance Plans.

<sup>3</sup> Alignment with National Catholic Safeguarding Standards: Standard 3 Partnering With Families Carers And Communities | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8) (a) (ii) | Education (Accreditation of Non-state schools) Regulation (Qld) 2017 s 16(4) (a)-(b)

# Standard 4: Equity and diversity

Equity is upheld and diverse needs respected in policy and practice<sup>4</sup>



## Brisbane Catholic Education's commitment to Standard 4

Every student deserves to flourish and has the right to learn in a safe, supportive and inclusive environment, free from discrimination, bullying and harassment. BCE supports all students, regardless of background, identity or ability, to access and fully participate in their learning. We embed equity at the heart of our culture through the Student Diversity and Inclusion Policy, the Student Wellbeing Policy and the Queensland Catholic Education Council's Inclusive Practice in Catholic Schools. We expect school practices to reflect each child's circumstances and needs, and to prioritise culturally safe, trauma informed approaches in planning, communication and engagement. The Engage Student Support System and the Multi Tiered System of Supports (MTSS) help schools provide a student centred, comprehensive continuum of support. These systems enable collaborative, targeted and personalised assistance for diverse learners. We also provide children with opportunities to learn about different cultures, people and communities through the Aboriginal and Torres Strait Islander Histories and Cultures Cross Curriculum Priority and the Australian Curriculum.

## What Standard 4 looks like at our school:

**College policies and procedures explicitly promote diversity, equity and inclusion**, ensuring that the rights, safety and dignity of all students, staff and volunteers are upheld and respected. The college has an incredibly well-resourced Inclusive Education Department with 14 Support Teachers including a Tier 4 Middle Leader who is the Leader of Learning Enhancement. Over 20 classroom School Officers (Teacher Aides) support our diverse learning population in the classroom. The College employs 2.6 Full Time Equivalent Guidance Counsellors and a Speech Therapist to support student wellbeing. Our Campus Minister and Aboriginal and Torres Strait Islander Liaison Officer support our small percentage of students who identify as Aboriginal and Torres Strait Islander young people.

**Staff and volunteers demonstrate awareness of, and sensitivity to, diverse student needs in their daily practice**, adapting approaches to support individual backgrounds, abilities, identities and experiences. School Leaders have undertaken trauma informed practice training. College staff regularly undertaken extensive training in inclusive education as part of the Clairvaux MacKillop College Professional Development program. Staff from schools across Brisbane Catholic Education visit Clairvaux MacKillop to learn from our exemplary people and processes.

**Students from diverse backgrounds, and their families and carers, report feeling safe, respected and welcomed** within the College community and learning environment. Parents of Students with Disabilities are in regular communication with Support Teachers: Inclusive Education and Pastoral Leaders regarding student wellbeing.

**College materials, communications and resources intentionally reflect diversity**, including inclusive language, representative imagery and accessible formats that promote belonging and understanding. For example, the student uniform exemplars in the College Diary include representations of student across genders, cultures and disabilities.

**Staff report that their voices are heard and valued**, with opportunities to contribute their cultural knowledge, worldviews and perspectives in ways that enrich practice, decision-making and the life of the College. Where possible, the College Leadership Team operates in consultative practices that intentionally prioritise staff wellbeing.

<sup>4</sup> Alignment with National Catholic Safeguarding Standards: Standard 4 Equity Is Promoted And Diversity Is Respected | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(3) (a) (ii) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 11, s 15 (a)

# Standard 5: People

People working with children are suitable and supported to reflect child safety and wellbeing values in practice<sup>5</sup>



## Brisbane Catholic Education's commitment to Standard 5

BCE supports schools to ensure that everyone working or volunteering with students is suitable, safe and capable of upholding child safety and wellbeing. Our recruitment and screening processes embed safeguarding at every stage, from role design and advertising through to interviews, reference checks, onboarding and performance development. The Employee and Volunteer Screening Procedure includes a role risk matrix, Blue Card screening requirements and clearly defined responsibilities. These help leaders identify potential risks to student safety and wellbeing and respond appropriately. BCE's Human Resource Information System, Ignite, operationalises these procedures and helps employees monitor and maintain their safeguarding screening requirements. Our Procurement Procedure requires all external providers engaging with BCE offices or schools to be child safe and compliant with relevant legislation. The Risk Management Framework guides how we monitor safeguarding practices in schools through established quality control mechanisms. These processes ensure schools can safely engage employees, volunteers and third parties, with appropriate oversight, training and supervision in place before any child related work occurs.

## What Standard 5 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How we screen and onboard employees, volunteers and third parties
- How we ensure safe supervision and conduct
- How we apply BCE recruitment and HR procedures for employees and volunteers
- How we track and keep safeguarding screening requirements current
- Evidence of practice and planned improvements

<sup>5</sup> Alignment with National Catholic Safeguarding Standards: Standard 5 Robust Human Resource Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 15 (b)

# Standard 6: Complaints management

Processes to respond to complaints and concerns are child focused<sup>6</sup>



## Brisbane Catholic Education's commitment to Standard 6

BCE fosters a culture where concerns about safety and wellbeing can be raised openly, respectfully and without fear. We support child focused complaint pathways that are accessible to students, families, employees and community members. Our policies and procedures outline reporting requirements, cooperation with authorities, and expectations for timely and safe responses to concerns. From 1 July 2026, BCE will implement Queensland's Reportable Conduct Scheme. This means BCE will report any reportable allegation or conviction, conduct investigations, provide interim and final reports to the Queensland Family and Child Commission, and immediately notify police of any suspected criminal conduct within required timeframes. BCE provides guidance and training to ensure complaints are handled in trauma informed and culturally safe ways, supported by Aboriginal and Torres Strait Islander Participation Officers and expertise from safeguarding, student protection, legal, wellbeing, school operations and program teams, and employee relations and investigations teams. System wide improvements are strengthening complaint handling processes, creating clearer pathways and embedding safeguarding expertise across the framework. These structures help schools respond to concerns with transparency, sensitivity and procedural fairness.

## What Standard 6 looks like at our school:

In line with our implementation plan, at the end of Term 3 we will explain:

- How students and families can raise concerns
- How the school ensures child-focused, trauma-informed responses
- How complaints are recorded, managed and escalated and resolved
- How the school implements the Reportable Conduct Scheme
- Evidence of practice and planned improvements

<sup>6</sup> Alignment with National Catholic Safeguarding Standards: Standard 6 Effective Complaints Management | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2 (4) (b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s7 | Child Safe Organisations Act (Qld) Chapter 3

# Standard 7: Knowledge and skills

Staff and volunteers of the entity are equipped with the knowledge, skills, and awareness to keep children safe through ongoing education and training<sup>7</sup>



## Brisbane Catholic Education's commitment to Standard 7

BCE builds a confident, capable and culturally aware workforce committed to children's safety and wellbeing. Our Mandatory Safeguarding Training Framework sets clear onboarding and refresher requirements for all employees. Every year, BCE employees complete online student protection training covering indicators of child harm, grooming behaviours, how to respond to disclosures and mandatory reporting requirements. School staff also participate in additional face to face training each term on topics related to student safety and wellbeing. Staff who serve as Student Protection Contacts (SPCs) receive advanced training in managing disclosures and supporting colleagues to keep students safe. Volunteers and third party providers complete mandatory safeguarding onboarding before commencing any child related work, along with annual refreshers recorded in school registers in line with the Volunteer Policy and Procedure and Third Party Safeguarding Guidelines. BCE has developed a Cultural Learning Plan and Cultural Capability Framework to strengthen cultural competency and responsiveness, promote cultural safety and BCE's Ngutana-Lui Centre provides curriculum-aligned cultural learning for students and staff. All employee training is tracked through BCE's Learning Management System (iLearn), which issues automated reminders and provides compliance reports to managers.

## What Standard 7 looks like at our school:

In line with our implementation plan, at the end of Term 4 we will explain:

- How employees, volunteers and third parties complete required safeguarding training
- How the school reinforces safeguarding practice throughout the year
- How cultural capability is embedded in training
- How the school monitors and supports employees and volunteers to undertake mandatory training
- Evidence of practice and planned improvements

<sup>7</sup> Alignment with National Catholic Safeguarding Standards: Standard 7 Ongoing Education and Training | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(8)(b) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s16, 4 (c)

# Standard 8: Physical and online environments

Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed<sup>8</sup>



## Brisbane Catholic Education's commitment to Standard 8

BCE is committed to creating healthy, safe and productive physical and online environments that support student wellbeing, prevent harm and safeguard everyone involved in our activities. We take a holistic, strengths-based approach that recognises all dimensions of a child's wellbeing – physical, social, spiritual, emotional and cultural. Building plans are reviewed with a focus on environmental risks that may affect children's safety. The BCE Health, Safety and Wellbeing (HSW) Policy and BCE Safeguarding Guidelines for School Design provide practical guidance to build safe, inclusive spaces with strong visibility, supervision and access control. To support online safety, BCE aligns with the eSafety Commissioner's Best Practice Framework and delivers the Australian Curriculum for Online Safety (P–10). The Acceptable Use of Devices and Digital Resources agreement promotes safe digital behaviour and is supported by content filters and monitoring tools. Policies such as the Employee Code of Conduct, IT Acceptable Use Policy and Privacy Policy outline expectations for safe online behaviour. BCE provides guidance to help schools maintain safe digital environments, and student safety considerations are embedded in risk assessments, school risk registers and organisation wide risk management processes.

## What Standard 8 looks like at our school:

In line with our implementation plan, at the end of Term 3 we will explain:

- How physical spaces are designed and supervised for safety
- How the school promotes online safety for students
- How employees' model safe digital behaviours
- How both physical or online environmental risks are assessed and managed
- Evidence of practice and planned improvements

<sup>8</sup> Alignment with National Catholic Safeguarding Standards: Standard 8 Safe Physical And Online Environments | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s 18 (1) s19

# Standard 9: Continuous improvement

Implementation of the Child Safe Standards is regularly reviewed and improved<sup>9</sup>



## Brisbane Catholic Education's commitment to Standard 9

BCE is committed to continual review, learning and strengthening of safeguarding practice across both system and school levels. Ongoing improvement ensures our policies, frameworks and practices evolve in response to emerging issues, data and feedback, and remain effective in preventing harm and promoting wellbeing. System wide reviews are carried out by the Assurance Team, Risk and Compliance Team and through school accreditation processes. These reviews assess the effectiveness of safeguarding measures and identify opportunities to strengthen practice. Critical incidents also trigger structured post incident reviews to identify risks, evaluate responses and enhance wellbeing supports for students and employees. Governance committees, including Safeguarding, Risk and Assurance, and People and Safety, monitor trends and support system wide improvements. Schools are supported to monitor their own safeguarding indicators, such as Blue Card compliance, attendance, bullying and wellbeing data, enabling a local cycle of review, reflection and continuous improvement.

## What Standard 9 looks like at our school:

At Clairvaux MacKillop College, staff are familiar with the College's safeguarding policies and practices and **regularly reflect on their effectiveness** as part of a strong culture of continuous improvement. This is reflected in our Tell Them From Me survey results from staff. Policies and procedures are regularly reviewed to assess whether changes are required to ensure they remain culturally safe, inclusive and responsive, including through consultation with our Aboriginal and Torres Strait Islander Liaison Staff and Aboriginal and Torres Strait Islander peoples connected to the College.

The College actively and **regularly invites feedback** from students, families, staff and volunteers, including Aboriginal and Torres Strait Islander and students from our many diverse cultures, families and community members. Our college board is a vital and supportive parent group that also values safeguarding young people along with our Aboriginal and Torres Strait Liaison Officer. This feedback is carefully considered and used to inform decision-making and drive improvements in safeguarding, wellbeing and child-focused practice. Safeguarding **policies, practices and procedures are reviewed and updated** on a regular basis to respond to feedback, emerging risks and changes in legislation, policy and the college context, ensuring cultural safety remains an ongoing and embedded priority.

College staff members **analyse data** on student wellbeing **to inform decisions relating to policy and practice**, with our young people and their safety at the centre of our decision making. The colleges Pastoral Team, Engagement Team and Learning Enhancement Team engage regularly with relevant stakeholders to ensure data is reviewed and meaningful and informed responses are considered and actioned for student safety.

**Student voice is intentionally sought and valued**, with the perspectives of students, including Aboriginal and Torres Strait Islander students and students from across our multi-cultural community, reflected in changes and improvements to practices, procedures and the broader life of the College. Student voice is evident in our work through the Student Leadership Team, along with their SRC to bring about action and engagement where students contribute authentically to their college community.

<sup>9</sup> Alignment with National Catholic Safeguarding Standards: Standard 9 Continuous Improvement | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) sch 1 s 2(6)(a) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld) s20

# Standard 10: Policy and procedures

Policies and procedures document how the entity is safe for children<sup>10</sup>



## Brisbane Catholic Education's commitment to Standard 10

The Archdiocese of Brisbane Safeguarding Framework guides safeguarding practice across all Catholic entities, including BCE. The BCE Safeguarding Policy sits within this framework and is supported by a range of policies, procedures and guidelines designed to protect student safety and wellbeing. Under the BCE Policy Governance Framework, all policies are reviewed at least every three years through consultation, governance checks and formal approval. This ensures they remain current, reflect best practice and continue to support student safety, wellbeing and cultural safety. Consultation ensures policies reflect lived experience and meet the diverse needs of school communities. BCE is also working to make policies easier to understand and use, including creating child friendly resources. Policies and procedures are accessible to students, families, volunteers and third parties through BCE and school websites, and are available internally to employees through Spire. Safeguarding responsibilities are embedded in the BCE Leadership Capability Framework, ensuring leaders consistently communicate, model and apply policy requirements.

## What Standard 10 looks like at our school:

At Clairvaux MacKillop College, there is a **shared and consistent understanding** of safeguarding policies and procedures among staff, volunteers and key stakeholders. ~~These documents~~ [These polices and related processes](#) are actively engaged with and inform everyday professional practice and decision-making. Staff are made aware of Student Protection Contacts via meetings and posters and when to utilise these roles. We continue to remind staff about daily practices to ensure accountable practices which help safeguard our young people, including roll marking, students leaving class and wellbeing processes for accessing the Pastoral team during lesson time. Beyond the classroom all staff are able to direct students to appropriate supports if the need arises.

Safeguarding policies and procedures are **easily accessible** to staff, volunteers, students and families through the staff and parent portals and are regularly accessed to support consistent and informed practice across the college. The Student Behaviour Support Plan and Student Protection resources and information can be found on these platforms by all members of the community. At times, the college newsletter is also a platform to highlight any necessary updates and resources that can further understanding of the community.

The college **regularly reviews its safeguarding and cultural safety practices**, including working with our Liaison Officer and Pastoral Team to assess how culturally safe the College is for Aboriginal and Torres Strait Islander students and students from the many diverse cultures that make our college and their families and communities, identifying actions to strengthen practice where required. To enable appropriate reviews, **feedback is actively sought** from all stakeholders and is used to inform ongoing improvement and respond appropriately to emerging risks and ensure the College remains culturally safe, responsive and student focussed.

<sup>10</sup> Alignment with National Catholic Safeguarding Standards (NCSS): Standard 10 Policies And Procedures Support The Safety Of Children And Adults | Working with Children (Risk Management and Screening) Regulation 2020 (Qld) s 2 (3-6) | Education (Accreditation of Non-State Schools) Regulation 2017 (Qld)

